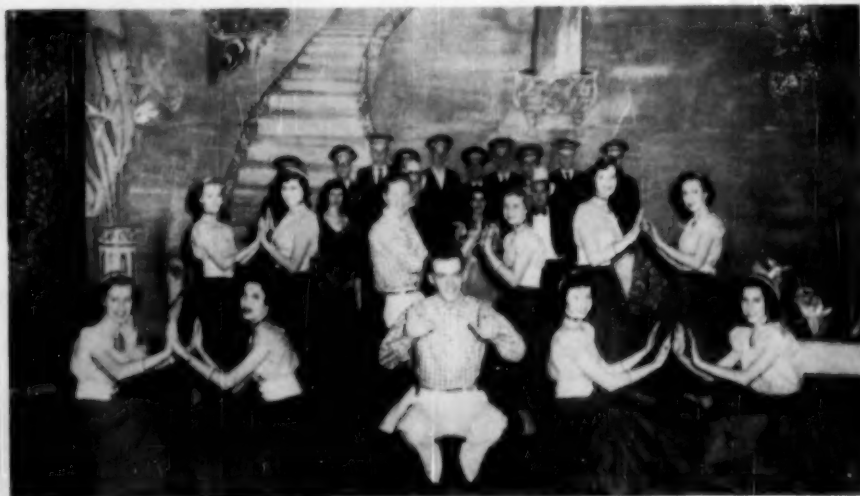


# School Activities



Pep Band in Action at Game—Central High School, Pueblo, Colorado



The Wizard of Oz—Spartanburg High School, Spartanburg, South Carolina

## THE CLEARING HOUSE

is the **working partner** of the principal

—but there's something  
in every issue for **every faculty member!**

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# School Activities

**HARRY C. MCKOWN, Editor**      **C. R. VAN NICE, Managing Editor**  
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February, 1956

## CONTENTS

As the Editor Sees It .....	178
The Ways and Means of Administering School Activities .....	179
<i>A. Eileen Cozart</i>	
Roman Numbers Puzzle .....	183
<i>Margaret F. Willerding</i>	
English Literature Class Assembly Program .....	184
<i>Lorene Cunningham</i>	
Your Job—Create Urgency .....	185
<i>Erwin F. Karner</i>	
Public Relations and Student Council .....	186
<i>Ira A. Bogard</i>	
The Fraternity and Sorority Problem .....	187
<i>Harry Bach</i>	
Tips to Sponsors .....	191
<i>William S. Sterner</i>	
An Activities Permanent Record Card .....	193
<i>Robert R. Halley</i>	
The Role of Dances in an Extracurricular Program .....	195
<i>Herman A. Estrin</i>	
Alibis That Go to College .....	197
<i>J. Russell Morris</i>	
What You Need .....	198
Assembly Programs for March .....	199
<i>Una Lee Voigt</i>	
News Notes and Comments .....	203
How We Do It .....	205
Comedy Cues .....	208

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# As the Editor Sees It



At sponsors' meetings this question is raised as frequently as any other: "How can you get more students to participate in extracurricular activities?" And only very rarely is this properly answered by another question: "Have you made a survey to find out why they do not participate?" How can a school build a program to meet student needs if it does not know what these needs are?

Too much of our extracurricular program exists merely or largely because it is traditional. What was suitable a few years ago isn't necessarily appropriate now, despite school authorities' opinions. Times change, and so do student interests and needs.

Here is a good project for the student council—a careful and complete survey of the school's extracurricular needs as voiced by the students themselves—all of them.

The ideal, every-student-a-participant is very pretty but will probably never be reached. However, an increase in the number of participants would represent progress which is attainable in any school.

---

The best way to ensure good order in the assembly—present a program worth listening to.

The best way to ensure a good magazine—publish material worth reading. How about helping us?

---

In schools having a part-time vocational department there is always the problem of providing opportunities for participation in extracurricular activities—and there always will be such a problem.

It must be realized that these are part-time students in activities as well as in class work. Few of them can be fitted readily into the regular full-time extracurricular schedule any more than they can be readily fitted into the regular full-time curricular schedule.

An attempt to make any serious readjustment of the activities program to fit them will result in penalizing the regular students.

Obviously, the best thing to do is to develop a special part-time activities program that will match their part-time curricular work.

Quite a number of state associations of student councils now organize, promote, and handle a week-long workshop which is usually held during August at some college or university whose summer school is out. This is a most commendable project, one which all state associations should promote.

But let's get our terminology straight. We have seen a number of one-day and two-day student council conferences which were called workshops—perhaps because this designation sounds more impressive than conference. The conference is not a workshop, nor would four or five days of conferences necessarily constitute a workshop.

A workshop is made up of general, discussion, and problem sessions, and library or study, social, recreational, and interview periods in which the emphasis is not only upon individual WORK (individual workbooks are usually required), but also upon work which very definitely centers around the local setting back home. A workshop is really a series of coordinated and personally applied conferences.

---

If you use an outside speaker on your graduation program, and want the one everyone else wants, better get him early; if you use the one no one else wants, there is no hurry.

---

We like the school exchange-visit plan in which selected students trade schools and homes for a week or so. Another good project for the student council.

---

"The Shame of College Sports," by Al Stump in the January *Coronet*, is a vigorous and shocking indictment of "big league" amateur athletics. The lust to win, greed for publicity, power, and money, alumni slush funds, bribery, dishonest traffic in players, jealousy, and fixers are a few of the nasty facets of intercollegiate athletics described and illustrated. The author's advice "... pick one of the Olympic-type sports . . . for the boy you're raising. Lead him away from college play where the accent is on power and money."

You should read this article and be glad you're not involved. And plan to stay uninvolved.



*The principal and each staff member and student is responsible for administering the activity program—determining aims, planning, executing, evaluating.*

## The Ways and Means of Administering School Activities

**T**HE HIGH SCHOOL with its many and varied activities in addition to the regular academic program, presents numerous problems that require the attention of both principal and teachers. Think back just a moment you as an administrator, you as a school teacher, and you as a student. As a member of the teaching staff, or a member of a student body you have had varied experiences in different roles you have played.

You are a high school principal who has just left a staff meeting: these are your thoughts (*At this morning's staff meeting I worried about how my plan for the activity schedule would be received. I thought there would be objections, there weren't. Of course, maybe the teachers are talking about it in the rest rooms and the halls now. Trouble may still come. I still have the say though—this is the way I want the program to be. I've seen it work other places and I'm sure it will work here.*)

You are a teacher who had been asked to direct an activity: these are your thoughts (*A month ago Mr. Jones asked me to do something about the Junior banquet. Here it is tomorrow. So far I've done all the work and what the kids get credit for doing I had to do for them. The*

**A. EILEEN COZART**

*Director of Guidance and Counseling  
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*place cards aren't finished. Oh! well what they do now is their responsibility, I really haven't been too much interested. I guess the students could have done as well without me.)*

You are a student who had worked on the homecoming decorations: these are your thoughts (*It was fun working on the homecoming float from the first minute we planned it until the time we saw it brought onto the field. We knew Miss Smith went back to her college for homecoming and it was so interesting to hear her describe the floats. Mary gave us a couple of good suggestions. She had visited her sister last spring when her sister's sorority participated in the May week parade with a float. Bob didn't think they would work, so we decided to take our plans to Miss Martin, the art teacher and get her ideas. She is always willing to help any of the students with these building problems and they still remain our ideas until the end. She also shows us how to get many students to participate, sharing ideas, discarding some ideas, and then finally the finished project.*)

How is your activity program directed and its problems answered and solutions found? As the principal related his thoughts it brought to mind a feeling of autocracy. The adviser assumed an attitude of laissez-faire and the student gave a picture of group participation through democratic planning.

The following may be ways these problems are solved as were demonstrated by the technique of role playing in a graduate class in the Administration of Activities in the Secondary Schools conducted by Dr. James B. Tharp at Ohio State University. The group attempted to bring to the class a realistic picture based upon the types of administration of activity programs in our schools today. These types of administration were categorized as three kinds of leader-

### Our Cover

The upper picture shows the pep band of Central High School, Pueblo, Colorado, in action at a home basketball game. It is playing from its stand in the balcony and is quite important in generating pep in cooperation with the pep club and cheerleaders. Activities are quite prevalent in this school.

The lower picture shows a scene in the "Wizard of Oz," a play presented by the Spartanburg High School, Spartanburg, South Carolina. It is one of several pictures used in an elaborate twelve-page printed program, which has an attractively designed cover. C. E. Landrum is director of dramatics and this school is quite active in the production of plays, as well as other activities.

ship, autocratic direction, the *laissez-faire* approach, and democratic planning.

Problems confronted by school administrators, principals, class advisers, activity directors were discussed by the participating group composed of a principal, two teachers, a future teacher, and a former activity director preceding presentation to the class.

Notes were prepared representing a composite picture of problematic situations emphasizing the types of leadership presented in activity programs. In several instances many of these situations were exaggerated to develop a clearer distinction of the kinds of leadership direction demonstrated.

The following skit is in part the use of the technique of role playing produced by the members of the group. Facial expressions, stage actions, reflection of the voice added to the spontaneity of the presentation.

Think through the autocratic direction:



ILLUSTRATION 1

autocratic direction . . . principal standing . . . staff seated in rows.

Mr. Johnson: (These are the principal's thoughts as the staff enters the meeting.) This is spoken in a low voice. *(It is the first faculty meeting and it is as good a time as any to present the responsibilities to each faculty member. I'm not going to ask for volunteers from the faculty. The work always falls into the hands of the same few people. The rest of the staff are going to accept some of the extra work. Oh! I'll have complaints; but I'm still the principal.)*

It is always wise to inform the staff members of their responsibilities early in the year. Our activity program is limited in its scope so it will take a few minutes to announce the duties in

this area. The dates for the class parties will be announced later when I decide what time is best to have these parties.

Miss Jones, I have assigned you the Y-Teens. There will be little for you to do, the meetings will be every Monday at 7:30 and you should be out of the building by 9:00 o'clock. It is best to confine all meetings to the school building.

Mr. Smith, I know you don't like to bowl, but we need someone to be adviser of the bowling club which meets at 4:00 o'clock every Monday. It will take about fifteen minutes for you to get to the bowling alley and it will be all right for you to leave the building a few minutes earlier.

Mr. Martin, I heard you were a Hi-Y member when you were a student. Our adviser left last year so this club would be good experience for you. It meets on Thursday at 7:30. You will probably want to meet in your room; but room 101 will be used.

Mr. Wright, there is no question about your responsibility. You were told as part of your teaching assignment that you would have the school paper and yearbook.

Mr. Paul, you have had the Debate Team for a long time and you feel it is your club. You can continue to work with it another year.

Those will be all the assignments I will make today; but within the next few days I shall stop in and tell you the plans for the class parties.

Months later:

Miss Jones: (These are Miss Jones's thoughts on the way to the principal's office.) This is spoken in a low voice. *(I guess I'll go in to see Mr. Johnson about the Junior class party—no doubt the date is set, place, and committee members chosen.)*

Mr. Johnson there was a note in my box asking me to stop in to discuss the plans for the party.

Mr. Johnson: Yes, Miss Jones. You have told Harry that the date for the class party is May 11? What have you decided on for the type of party?

Miss Jones: Mr. Johnson, Harry has appointed a committee to see what type of party the class members would like.

Mr. Johnson: Your responsibility is to appoint the committee. If you think your plan is sound then it is all right, but I would like to have the list of the committees to check the committee members. You know we must choose the members with great care. Also, it would be

wise to tell the students the party is to be held in the school.

Miss Jones: I don't understand why it is necessary to hand in a list of committee members. Harry and I discussed the type of committees we would need, possible committee members, etc. As for the place the party is to be held, I would rather not tell the students where it must be held. This is their party and I feel it should be a learning experience for the students not just a social activity set up for them. With some direction and planning their ideas can be developed into their own party. Don't you think it would be a profitable adventure for them?

Mr. Johnson: Miss Jones, I would like to be kept informed of the party plans. I am responsible for the program of the school and what happens here, so you will please submit the names of the committees not later than tomorrow. And I don't want to have to step in and tell the students what to do. It is your responsibility Miss Jones, to tell the students what they are to do. If I find it necessary I will inform them of a plan they can follow. Kids are stubborn and it's best to tell them first what they can do.

The scene now changes to the *laissez-faire* approach:

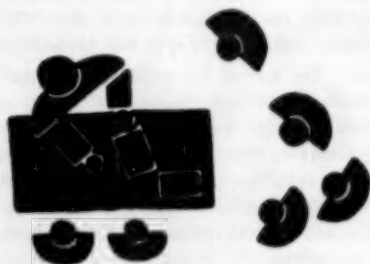


ILLUSTRATION 2

*laissez-faire* approach . . . staff members come into a casual atmosphere.

Mr. Johnson: These are the thoughts of the principal as he sits in his office. (This is spoken in a low voice. *I've asked Miss Jones if she would see that the activity program is organized. With all the responsibilities I have I hope things can carry on without much help from me. There is always some question that needs to be answered. It doesn't matter much though, the staff can learn to decide for themselves.*)

Mr. Martin: Mr. Johnson, say have you given any thought to the students' participation in the

activity program. We're going to have some "kick-backs" from these parents. There is just no organization. Half of our students are back here at night. The school is a three-ring circus.

Mr. Johnson: The parents haven't expressed a concern so far. It is good school publicity to have an activity program. Every place else I've been it seems to take care of itself.

Miss Jones: Mr. Johnson, the students in the Y-Teens would like to have a meeting at the "Y." Is there a policy concerning club meetings being confined to the school building?

Mr. Johnson: I don't think so. Use your own judgment. If you want to take the time to, go to the "Y."

Miss Jones: And another thing the teachers are complaining about the time the students are out of class for all these club activities. We are going to have a lack of cooperation if something isn't done soon.

Mr. Johnson: Are you referring to Miss Kelley, and Mrs. McConnell. Oh! don't worry about them—they'd complain about anything.

Miss Jones: Well, Mr. Johnson, I hope you don't mind; but next year please get someone else to work with this problem. I can't get any place. Maybe you should do it and tell us what to do. The last principal did that. It's easier, though we weren't happy about it.

The scene changes to democratic planning:

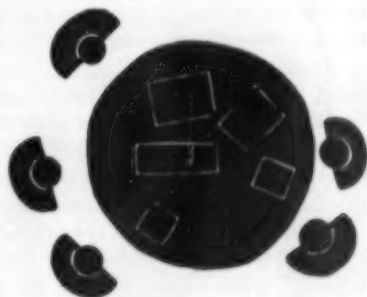


ILLUSTRATION 3

democratic planning . . . the round table, the principal and staff are a part of a revolving continuous working unit.

Mr. Johnson: Just the other day several students came to me and asked me what the possibilities of having a dramatic club were in our high school. It seems that when they were students in the junior high they had a very active group. Miss Jones stopped me in the hall to

discuss the club programs and the use of resource people in the school and community to make student participation in the clubs more meaningful.

Mr. Stone, at board meeting, seemed very much interested in the activity program. His daughter is quite active in the Y-Teens, Band, National Honor Society, and many others too numerous to mention. Mrs. Green of the Women's Club called to ask me if we had a group of students who could lead a round table discussion concerning the club program of the school.

There has been much interest in the school and its program. The question comes to mind do we understand the interests and abilities of our students and has our curriculum been built on the needs of the student body.

Our program should be constantly evaluated. I've observed that the attitude of our students is not the best and wondered what could be done to help the situation.

"Do you think a well-defined activity program would help the attitude of our student body?"

(Discussion)

Teacher 1: I've noticed the students aren't as interested in the activities as they used to be.

Teacher 2: They are reluctant to stay after school.

Teacher 3: We, as advisers do not seem to have the time and interest to devote to a program after school when we have many meetings to go to.

Teacher 4: Students say the same persons get to do the work and they just go to meetings.

Teacher 5: In English class when activities of our school were discussed the bus students complained that they had to go when the bus came. Even those who live near the school have home responsibilities that they must assume.

Teacher 6: Student council would like more student produced assemblies.

Mr. Smith: These statements seem to point out a need for a revision of the school program. What would the possibilities be to have this program conducted during the school day?

Mr. Martin: That presents a big problem. Who's going to assume the responsibilities as advisers. We would need more of them and I know how busy we are and there are some of us who don't like to conduct activities.

Mr. Kelley: What about the problem of

financing these clubs? The athletic fund can't suffer anymore.

Miss Jones: There is the problem of student participation and Mr. Smith wonders if the program could be conducted during the school day. What about evening meetings? To me they seem necessary. That presents the problem of meeting places, janitorial fees, and so forth.

Mr. Johnson: I feel that you staff members are aware of the many problems. You appear interested and I shall assume there are many other angles that must be investigated. Will each of the following persons assume the responsibility of appointing a committee presenting the problem you have stated at today's meeting to them for further consideration.

At next week's meeting we shall be interested in hearing your reports. May I suggest that if you desire, students may be invited to participate in these committee meetings. You may poll the student body if you so desire. These are just suggestions—perhaps many of you will have other interesting approaches to your problem.

FACULTY MEETING—Three weeks later:

Mr. Johnson: I have been very busy listening to the reports of each committee. For each chairman has been in to discuss phases of their reports with me. It seems that the following have been areas that you have investigated.

Note: The use of the technique of role playing permitted an opportunity to the group to give their findings on problems relative to activity programs as were suggested in the previous reports provided by the committees working on the areas of assemblies, clubs, home room programs, student participation in government, athletics, social affairs, musical, and dramatic organizations. The panel working on problems of administration of these activities summarized the work of the course and organized the unit into a vital phase of the educational program of the school.

No attempt will be made to present the reports in full; but a skeleton outline will give an indication of spontaneous participation in a democratic setting. Much interaction between the members of the group was illustrated in their discussion, re-emphasizing statements, raising questions, and acceptance and formation of ideas.

Discussion 1: Discussion of scheduling school activities—listing school activities, meet-



ing time, etc. List of recommendations submitted to the faculty.

Discussion 2: Discussion of the problem of advisers. List of recommendations submitted to the faculty.

Discussion 3: Discussion of financing activities. List of recommendations submitted to the faculty.

Discussion 4: Discussion of student participation, community and parent attitude toward school activities. List of recommendations submitted to the faculty.

(Mr. Johnson: Summarizes the recommendations. They are voted on by the faculty and submitted to the board of education as recommendations concerning the school's activity program.)

At the close of the panel the moderator by means of the 6-6 technique obtained the active participation of the 70 members of the class in a group discussion and presenting questions to the panel.

A comparison of the three types of leadership, autocratic direction, *laissez-faire* approach, and democratic planning as illustrated in the role playing was made by the moderator indicating the ease with which problems were answered and solutions found.

Arrangement of the furniture added to the atmosphere of the type of leadership exhibited in the role playing.

In the autocratic atmosphere the seats were arranged in rows with the principal standing in front of the group, his speech outlined on the papers clutched in his hand. As was seen under autocracy the principal was not unfriendly but he was above the group and everything was done at his command. He decided what to do and step by step he told them what to do.

Tension showed up in the actions of the group, teachers became defiant. They took out their discontent by remarks made to fellow staff members during the faculty meetings, casting side-long glances at the principal, ignored suggestions, and pretended not to have heard when spoken to.

Under the *laissez-faire* approach the principal stood aside, giving help only when he was asked and letting the things run their course. The lack of leadership accounted for the restless dissatisfaction which was expressed in faculty feelings. The casual atmosphere of the principal's office showed an irregular arrangement of the chairs

and the desk with the principal sitting leisurely at his desk. This emphasized the feeling of the *laissez-faire* approach.

Through democratic planning the principal and staff were a part of a revolving continuous working unit. The round table emphasized the related atmosphere of the group to one another so that a unity of purpose and effort was created. The teachers suggested the various types of problems that needed consideration. The democratic group developed the most initiative. More friendliness, cooperation, and responsibility were displayed.

By applying the technique of role playing it was concluded that administration is a process by which the aims of a group are determined, its plans carried out, and evaluated. It was indicated that each staff member, teacher and principal; and each student has a responsibility in the administration of an activity program in determining its aims, planning, executing, and evaluating the program. Thus a participation in a democracy—participation in planning and the maintenance of a democratic way of living.

## Roman Numbers Puzzle

MARGARET F. WILLERDING  
Department of Mathematics  
Harris Teachers College  
St. Louis, Missouri

<sup>1</sup> C	<sup>2</sup> C	<sup>3</sup> X		<sup>4</sup> M	<sup>5</sup> D	<sup>6</sup> C
<sup>7</sup> C	<sup>8</sup> L	<sup>9</sup> I		<sup>10</sup> D	<sup>11</sup> C	<sup>12</sup> X
<sup>13</sup> M	<sup>14</sup> M	<sup>15</sup> M		<sup>16</sup> C	<sup>17</sup> X	<sup>18</sup> C
<sup>19</sup> X	<sup>20</sup> M	<sup>21</sup> X		<sup>22</sup> D	<sup>23</sup> X	<sup>24</sup> X
<sup>25</sup> M	<sup>26</sup> C	<sup>27</sup> X		<sup>28</sup> X	<sup>29</sup> X	<sup>30</sup> I
<sup>31</sup> L	<sup>32</sup> X	<sup>33</sup> X		<sup>34</sup> L	<sup>35</sup> V	<sup>36</sup> I

See answers on another Page

## English Literature Class Assembly Program

LORENE CUNNINGHAM  
Caruthersville High School  
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What to present for an assembly program is sometimes a real problem. Is it possible to present a program based on subject matter as the Spanish and American history classes had recently done? Those excellent programs had been well received by the student body, but it was a question whether the students would enjoy an assembly based on English literature. In desperation it was decided that the only way to find out was to present one.

When the subject of an assembly coming from their classes was suggested, the members of English IV class waxed with enthusiasm and a number offered to meet after school to formulate some ideas. After much discussion it was decided to divide the program into two parts, using selections from literature for the first; and for the second, selections from their own writing projects.

From their many themes the class voted to use two personality sketches of a beloved man teacher since they knew everyone would enjoy hearing them.

The job of choosing the literary selections was not that easy, for the students realized that even though much of English literature was dear to them, to the general student body some of it would be boring.

Several girls thought that a scene or two from *Macbeth* was a must, but they were eventually convinced that the audience not knowing anything of the play might consider the dramatization a farce. Agreement was finally reached on the numbers; it would be some living pictures of Chaucer's characters, a dramatization of a ballad, some readings of poetry and of the Bible, and some music.

Since the program was to be a class project, the committee found a job for each of the seventeen members. One of the best writers was chosen to compose the narration. In it she was to present each of the numbers as a highlight of the study of English literature and to weave in sufficient background of the times and of the selection to give understanding and continuity.

Three students, good in art, offered to sketch



The Monk in *Canterbury Tales*

and color the background for the portrayal of the Canterbury Pilgrims, other students volunteered to procure the costumes. One boy asked to be stage manager and two girls agreed to type and mimeograph the programs. Some were selected for individual parts on the program, but the class as a whole were to group around the piano and join in the singing.

The plans made, work was started. By devoting about six class periods to practicing the group singing and by doing some rehearsing after school, it was possible to present the assembly in less than two weeks.

Was the thirty-five minute program a success? Judging from the spontaneous compliments received, it evidently was. One of the junior boys remarked, "I expected an English IV program to be dull, but it wasn't a bit. I enjoyed it a lot."

From an evaluation standpoint, was the class project worth the effort that was expended? Definitely yes! It drew the class and teacher into closer fellowship; it gave the class an opportunity to help in planning something worthwhile; and in the participation, it gave at least three senior boys a chance to appear in an assembly one time before they graduated. On the whole it was found that this assembly growing out of class work had far greater value than any other the writer had previously given.

This is the program that the class presented:

### Selection From English Literature

Introduction and continuity by narrator  
From Chaucer's *Canterbury Tales*  
Descriptions of three pilgrims from the Prologue  
Living pictures of the Nun, the Monk, and the Wife of Bath  
"Get Up and Bar the Door," an early English ballad  
A reading and pantomime  
"Drink to Me Only with Thine Eyes," a lyric by Ben Jonson  
Vocal solo

"The Prodigal Son"  
From King James' Bible

Cavalier lyrics

"Shall I Wasting in Despair," by George Wither  
"Counsel to Girls," by Robert Herrick

Songs from the British Isles (sung by the class)

Old Welsh air, "All Through the Night"  
Scotch, "Comin' Through the Rye," by Robert Burns (old air)

Fred Waring's arrangement of the same song  
Irish, "The Last Rose of Summer," by Thomas Moore (with vocalist)

#### Selections From Written Work

Two personality sketches

#### Conclusion

"Auld Lang Syne" by Robert Burns  
Audience joining in with class

*The school newspaper, together with the journalism laboratory and printing department, can and should provide for practical training and experience.*

## Your Job---Create Urgency

**I**S YOUR SCHOOL PAPER RECEIVED by the students with a sense of urgency? Are the students so anxious to get the paper that they will make a special trip to wherever it is being distributed?

If your answers to these questions are anything but an unqualified "yes," then you have troubles—troubles which unfortunately visit college and high school newspapers. After all, the students are the ones who must be pleased, and it is certain that they are not if they are not anxious.

Your job—create urgency!

Excluding those college and high school newspapers which are really top-notch, the biggest trouble with college and high school newspapers seems to be their lack of good coverage of school activities. Just picking up one of these papers will prove the point.

College newspapers tend to get "column crazy." Everyone and his grandmother wants to write a column, and college editors usually lack the willpower or fortitude to refuse. Consequently, the papers are full of all these people's current ideas about movies, dances, and campus life; and very little space is left for straight news.

This has two consequences: 1. Students lose interest in the school paper because they are tired of reading what the same people happen to be excited about before the paper goes to press; and 2. They can never find anything in the paper which they really want to know about—information about what is happening on the campus.

High school papers usually publish too much gossip. For some reason high school journalists think that this is what a newspaper is for and this kind of column has wide appeal. Perhaps

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it is the secretiveness or anonymousness of this type of journalism which holds their fascination. Or perhaps they think that seeing whose-going-with-whom in print constitutes the exposé type of journalism.

Whatever the reason for this appeal, however, the results are too plain: 1. Students lose interest because this gossip is not slanted for publication day. That is, it is old when the paper comes out. Either everyone knows about it already or no one any longer cares. 2. Students are not kept informed as to what is going on in the school and don't care to read it as a result.

Top-notch school newspapers do not have these troubles. Tradition, staff morale, staff training, and excellent supervision prevent the paper from sinking into the abyss. This advice is offered, therefore, to teachers and college and high school students who have these troubles with their papers and who want to do something about it.

The above troubles usually stem from the fact that the newspaper is run by a small group, that is, the paper is in the control of a few students. Though the staff may be large, only a certain group contribute. This can never make for good coverage, and too many persons are too easily discouraged when they want to join the staff and see this condition prevailing. This means that this group cannot cover all campus affairs, and they begin to write for themselves.

A good school newspaper should have campus appeal. It should be a distributor of urgent news—news which everyone is interested in at the time the paper is published. This means two

things: 1. The news must cover the campus, including as many activities and doings as possible, and 2. The news should be pegged so that it will tell the students about things which they are interested in the very day the paper is published.

From the staff point-of-view this means that a large staff with many interests should be available to write the news and that the morale of the staff must be made so good that the members will want to contribute timely news about the activities in which they are interested. A campus reporter's job should be so attractive that it will attract talent.

It also means that the editorial staff will have to plan ahead. School papers are not published oftener than once a week (some twice a month). Editors will have to ask themselves each time "What will be news on the day that the paper comes out?" They should be familiar with all the organizations on campus and have some idea of what is ahead for them.

Following this, assignments ought to be prepared for individual reporters so that all of the activities will be covered. Reporters will be responsible for collecting and writing the news covering these assignments.

As for columns, editors ought definitely to discourage such endeavor. One regular column and one sports column well done is enough for any school newspaper. The editor's biggest job will be to discourage those people who insist that so-and-so has a column, "why shouldn't I?"

Editors should try to channel the ambition of would-be column writers into writing news which is really needed. If these people can be persuaded that they will be of more use to the school and newspaper if they write news, they will be satisfied, and the editor will have more good talent on his staff.

In high school, one problem which is often encountered is that students think that because they know a particular piece of news, everyone else does too. This is obviously not true. Some kind of demonstration ought to be worked out to prove this.

Column writers think that they have more prestige than the ordinary reporter. Students appreciate articles by "other" people more than they do a column which is mediocre week after week. Most of these "extra" columns are just that.

As far as gossip and the high school paper is concerned, top-notch papers do not have this

trouble. Perhaps this fact can be used to convince students that a newspaper is better without it, or that this sort of thing is really nonsense anyway.

The key to a good school newspaper is good coverage and wide appeal. If the students don't look forward to the coming of the school newspaper with some urgency, the paper will not be much good. Create urgency!

## **Public Relations and Student Council**

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One of the finest methods for the promotion of better public relations is through the student council. More and more school administrators are realizing the tremendous value of a student council organization and the significance of council conventions, whether district, state, or national.

At conventions like-minded groups work together, exchanging ideas in a friendly atmosphere. Through these conventions better relations between schools are promoted. Students representing the different schools return home with new zest and a greater appreciation for our democratic way of life.

The New Mexico State Student Council organization is now five years old. Although it is just an infant, we now have around eighty schools participating. We have from four to five hundred young men and women attending our convention. They represent all walks of life, many religious beliefs, and several races. As yet bigotry or race prejudice has never shown its ugly head. It is the writer's firm conviction that it never will; at these conventions citizenship is paramount.

Courtesy and religious convictions are exhibited by these young people. Such attitudes cause adults to stop and think. Never will one see any youngster leave a meeting before it is over. The discussions are lively and, in some instances, hot; but always these are carried on in an orderly manner.



The participants may not agree, but they respect the rights of the others and their opinions. The students exhibit a profound faith in this wonderful country of theirs. They are eager to learn, willing to work, and are certain that our way of life will give them the things they want most.

These youngsters come from homes that are vitally interested in their schools. These homes have taxpayers in them. Where can schools find better ambassadors than these students. All too often, as teachers and administrators, we

overlook the fact that our public relations are before us day after day in the classrooms. Most parents listen to what their children have to say about the school.

A favorable report from the student generally will bring a favorable report from the parent. With these thoughts in mind, it behooves each school that does not have a council to consider carefully the formation of one. We learn by doing; democracy is promoted by practicing it in our schools. Democracy is enhanced according to the strength of its leaders.

*There are some things that should be left for the colleges and universities—participation in school fraternities and sororities is an outstanding example.*

## The Fraternity and Sorority Problem

**T**HE HIGH SCHOOL SECRET SOCIETY is still the knottiest problem which has arisen in school circles for years, because there are so many fingers in the pie and because the authority of school boards and teachers is not well-defined." This statement was made in the *Review of Reviews* in 1907.

In 1950 one of the conclusions reached at the White House Conference on Children and Youth was: "Fraternities and sororities represent one of the most corroding influences in the school life."

In 1955 nineteen states specifically prohibited these organizations and seven others had quasi-legislation against them.

Why all this opposition? Why is it that as early as 1905, twenty-nine years after they came into existence, the Committee on Secret Fraternities of the National Education Association roundly condemned school secret societies?

Why is it that even the National Pan-Hellenic Congress of College Fraternities has opposed high school fraternities for the past thirty-five years, declaring that they are inimical to the interests of the secondary school?

Are there not definite advantages that can be claimed for these societies? Don't they serve some need? Don't they teach fine manners? Don't they foster the development of fine friendships? Don't they inspire loyalty and allegiance? Don't they allow students to identify themselves with a group that gives them social recognition, prestige, and fun? And don't they accelerate

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the process of socialization by providing the student with an outlet for his natural urge of gregariousness?

The January 13, 1947, issue of *Time* reports that at an initiation one girl was forced to drink a mixture of castor oil, cold cooking grease, coffee grounds, raw oysters, and mackerels' eyes. She choked and retched. Still she was forced to drink.

An isolated incident? Maybe. Nevertheless, aren't we justified in questioning the validity of the above arguments? What are some of the effects which these organizations have had on high school life?

The most common objection to high school fraternities and sororities is that they are undemocratic. Membership is restricted to a select few. Boys and girls are elected on the basis of what they have rather than of what they are. Economic status, family creed, and color count more than personal achievement.

The question may be raised: Adults join in secret societies, so why not allow students to join them? To this we can say: The school being a tax supported institution has no right to allow students to become subjected to humiliation and embarrassment because they failed to be elected.

Responsible educators and citizens generally cite the following additional reasons for rejecting school secret societies. They claim that fraterni-

ties develop clannishness and snobbishness, that they carry petty politics into the school, that they have a bad effect on scholarship, and that they set artificial standards.

Further objections point out that they tend to avoid adult supervision, that they foster habits of extravagance, that they cause disciplinary problems, that they tend to produce cliques, factions, and rivalries in the student body, and that they foster allegiance to themselves rather than to the school.

Who is to blame? How can we account for these youngsters' recurrent attempts to set themselves apart in the unfavorable climate that has been established for them? Where should we go for that answer?

The literature for the most part confines itself to a description of the disease. It fails to elaborate on the causes. It stresses ways and means of fighting the disease more than it does disease prevention. By and large it reflects the same attitudes that we find in the daily press in connection with crime.

Whenever a murder is committed and written up in the newspapers, how frequently do the accounts go beyond a description of the events leading up to the crime, the crime itself, and the investigation and trial that follow? How many reporters attempt to see the criminal act and the criminal in context? Ninety-nine times out of a hundred the reader is left with the feeling: Well, if that fellow will get life or the electric chair, he has it coming to him. Ninety-nine times out of a hundred the criminal is viewed as an entity that evidently never was anything but an entity.

It is not very often that we see the criminal described in terms of his background: his family, his schooling, and his cultural environment, as a product of the society in which he lives. Is it fair then for us to isolate the student and blame him exclusively for being a problem to his school?

Existence of fraternities and sororities is not the fault of the young people alone. It is the fault of a combination of factors: their personality, their parents, their school, and their culture.

Just as it would be easy for us to hold the young people entirely responsible for the evil of secret societies, it would be just as easy for us to exonerate them entirely. We may be inclined to forget that in addition to the students

who are not selected for membership there are others who are selected but refuse to join because of their strong convictions on the subject.

In the absence of studies on the percentage of refusals and the characteristics of the boys and girls involved, we may be safe in assuming that their background in all likelihood is similar to that of the initiates. We can hardly claim, therefore, that the individual student is a pawn of fate!

Some of these teenagers evidently do have enough strength of character, independent judgment, and perspicacity to withstand what must seem like a big temptation.

How much responsibility can we ascribe to parents? It is a fact that the family exerts more influence on the growing child than any other socializing agent in our culture. It would seem then that if adolescents engage in certain activities, they do so with their parents' sanction.

This sanction, of course, may be active or passive, direct or indirect. Adolescents may be encouraged by their parents to consort with the "upper crust" of high school society, or they may merely receive their silent approval. Sons and daughters may actually be instructed to join, or they may be made to understand that it is the thing to do.

If youngsters feel anxious to get places socially, the explanation may be very simple. They may not know otherwise. They may be modeling themselves after father and mother and mother's friends. Mother belongs to the very best clubs; so does father. Mother restricts her associations to members of her own class; so does father.

Mother would not think of being seen in last year's dress; father would not think of driving anything but a new model car. Both mother and father are active in civic affairs; they owe it to themselves and their children to bring honor and status upon the family. Besides citizens farther down the social ladder would not possess their qualifications. "Noblesse oblige."

School systems through tolerance, ineffective countermeasures, short sighted policies, and the setting of bad examples have done their share in keeping secret societies very much alive. Some schools incorporate them in their activity program thereby giving them the prestige of official approval.

Teachers and administrators may close their eyes or simply lack the backbone to take a stand.

They may even give fraternities and sororities undercover encouragement because they themselves used to belong. Schools may fight fraternities by merely ignoring them with the net result of no hits, no runs, no errors.

Furthermore, schools at times fail to understand that restless youth needs constructive and satisfying opportunities to meet through a good program of activities the needs of self-realization, loyalty, and security. Boards of education frequently have neither a definite nor a firm policy and often fail to give their unqualified support to teachers and school administrators.

Finally what are students who keep their eyes open apt to see? Cliques among the faculty. True they may not follow the same pattern as their own organization, but they are cliques nevertheless with veterans of twenty years of teaching pitted against the radical ideas of new staff members. They are apt to see favoritism, unequal treatment of students under similar conditions. They are apt to hear their instructors discourse in unqualified sentences upon the superiority of one social class over another, of one race over another, and of one nation over another. How paradoxical, how odd! Evidently schools want their students to be what they themselves are not! Isn't there a proverb: Deeds speak louder than words?

The primary responsibility for the behavior of the younger generation may perhaps be found in our culture. Does our culture impart right values, wrong values, conflicting values, or a combination of all three? Are we transmitting the values of our culture to our children and then expressing dissatisfaction when they adopt and display them? Our culture stresses conformity. Aren't high school fraternities and sororities with their condemnation of independence of thought and judgment an example of this emphasis on conformity?

Our culture stresses rejection of authority. The expression "no one can tell me what to do" seems to be typical of this attitude. Aren't high school fraternities and sororities reflecting this attitude in their attempts to disregard interference?

Our culture stresses success. According to Martin and Stendler: "No greater tragedy can befall an American than that of failure. If it were a choice between maintaining one's integrity and one's health or achieving success, there

is little question as to what the normal American would do."<sup>1</sup> The word success, of course, includes social success, popularity. The attainment of popularity has become nothing short of a cult.

Popularity polls, advertisements, books on how to become popular, all point to the importance of popularity. "He gets along well with people" is another way of phrasing the same idea. Popularity *per se* is commendable. In the race for popularity, however, little attention is paid to the means employed in achieving it.

In wanting to join fraternities and sororities aren't high school boys and girls merely imitating their elders who among other things interpret success in terms of belonging to the right clubs? Like their elders are they not striving for popularity or the symbols of popularity without stopping to analyze the merits of the means? To carry this examination of the culture factors involved still farther, individuals in our culture are characterized by a lack of security as evidenced by strong feelings of inferiority and strivings for superiority.

Continuous urge of individuals to prove to themselves and others that they really "got something on the ball" is but one manifestation by which these feelings come to the surface. Would we be going too far if we viewed high school fraternities and sororities as a partial move on the part of boys and girls to reduce their feelings of inferiority and reinforce their strivings for superiority?

The existence of these clubs, therefore, is not exclusively the fault of the young people in the high school who must grow up and come to think in accordance with the climate provided for them by their elders. It is much more the fault of the socializing agents, the family, and the members of the school system who mistakenly and undemocratically seek advantages for their children or themselves by setting themselves apart from their fellows. In the sense that culture shapes individuals just as much as individuals shape culture, our culture is the fourth guilty party.

It is time now for us to ask the commonsense question: What can we do about it? That there is no pat formula to be applied to the solution

1. Martin, William E. and Celia B. Stendler, *Child Development: the Process of Growing Up in Society*. Harcourt, Brace & Co., 1953.

of the problem must seem obvious. We may think of the problem in terms of short range and long range solutions.

To return to the analogy of crime, we may deal with the criminal by simply sending him off to some penitentiary and letting him rot there, or we may try to go to the roots of the problem and work in the direction of crime prevention through proper counseling in our schools, slum clearance projects, the establishment of recreational facilities in areas that need them, rehabilitation, etc.

If we follow the line of least resistance in our handling of secondary school fraternities and sororities, we shall use any of the following three methods. We shall ignore them; we shall recognize and control them; or we shall eliminate them without providing for substitute organizations or activities.

We have mentioned before that the policy of ignoring these societies has been unsuccessful. Far from withering away they generally become more influential, more numerous, and more disturbing in the life of the school.

Some schools have tried the plan of incorporating the fraternities in the activity program of the school with faculty sponsorship. While this may have obviated the criticism of excesses due to lack of adult supervision, it has not changed the undemocratic character of the organization but rather has given them the prestige of school approval.

Elimination has been the most effective of the short range approaches in removing the undesirable characteristics of fraternities and sororities. Most states have passed laws making them illegal. The laws are on the books, but fraternities and sororities still exist.

The best and most permanent solution to the fraternity problem lies perhaps in an educational reorientation of the child's socializing agents: the parents, the school, and the community. Parents will have to be convinced with clear and incontrovertible evidence of the bad influence of fraternity life upon the school and the children. They will have to be convinced to assume greater responsibility.

Margaret Mead advocates special programs to permit teachers to keep abreast of the rapid changes in our culture. Such orientation programs may very well be even more important for

parents than for teachers who after all are in perpetual contact with youth generation after generation.

The role of the school will be twofold. In the first place, the school will have to take what we may call immediate counter-measures. The school must understand that it can and ought to be the center of student social activities. The school must understand that youth offers a reservoir of surplus energy which it cannot allow to go to waste. The opportunity for remunerative work, the strengthening and creation of clubs, the encouragement of intramurals, the establishment of rapports with churches and civic agencies are a few possibilities that may prove rewarding in the light of further exploration.

The school's primary function, however, and by inference that of the community ought to be to look more deeply into the values of our culture. It ought frankly to ask itself whether all of these values are worth perpetuating. In this short study we have indicated that they are not. In fact, we have gone so far as to voice the belief that the root of the whole fraternity problem lies in our acceptance and endorsement of such cultural values as: conformity, rejection of authority, and especially our concept of what constitutes success. The writer would suggest that the time has come for a reappraisal of these values, values which contribute to synthetic, artificial standard of living and social injustice. The question is: Shall we continue patching up the framework of our lives, or shall we start building on a solid foundation?

#### ANSWERS TO ROMAN NUMBERS PUZZLE

Across	Down
1. 210	1. 200
4. 1600	2. 150
7. 151	3. 11
8. 610	4. 1500
9. 3000	5. 600
12. 190	6. 110
15. 910	9. 1950
16. 520	10. 2110
17. 1110	11. 1030
18. 21	12. 440
19. 70	13. 35
20. 56	14. 112



*The Student Council is effective in any school—becoming more valuable in training and service when aided by a competent, well-trained sponsor.*

## Tips to Sponsors

**A** LARGE NUMBER OF TEACHERS are asked to serve as sponsors of high school student councils for the first time each year throughout the United States. A few of these new advisers to councils may have the opportunity to work for a time as the understudy to another sponsor. Most of these persons have had experience as teachers in schools where councils have been functioning.

However, as so often happens, one does not pay attention to details in someone else's sphere of responsibility unless, of course, one expects to take over the other person's duties at some time. Therefore, newly appointed sponsors to student councils often assume their duties as sponsors with little specific knowledge of the council, its program, or possibilities.

The lack of information displayed by new sponsors is not necessarily their own fault, because few persons deliberately prepared to be council advisers. Even if they tried to obtain pre-service preparation for these duties, it would be somewhat difficult to find any systematic courses offered in colleges or universities. Therefore, the problem of preparation of these sponsors becomes one chiefly of in-service preparation.

Various devices have been tried to assist new sponsors in learning about the student council. Some persons take university courses in student activities, thus paralleling their new assignment with study of the general area of the pupil-activity program and of student council in particular. Others try informally to acquaint themselves with council activities by attending meetings of interscholastic associations of student councils.

In a few instances, special meetings, workshops, or clinics have been arranged for student council advisers. Many new sponsors attempt to digest books and magazines that have published material on the student council. Any one or all of these devices can be helpful to the new sponsor.

For four years, the School of Education of Rutgers University has conducted workshops for student-council sponsors. To these meetings have come a hundred or more advisers each year.

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For the past three years, a special part of the program has been set aside for newly appointed sponsors while others attend five or six groups meeting at the same time.

Each year these sessions for new advisers at the State University of New Jersey have been well attended, and if present conditions continue, probably will be a feature of subsequent annual programs. Each year the writer has led the group for new sponsors. The report herein, stressing areas in which new council sponsors seem to need help, is presented as tips to council sponsors who may have been recently appointed to their positions.

There are many sources of information to which sponsors may turn for assistance. Books, magazines, organizations, and persons might all be cited. Though this list is undoubtedly incomplete, it is offered here simply to emphasize the fact that there are many sources that a sponsor might examine.

Among the books on student council, certainly these should be listed:

1. Baillard, Virginia and Harry C. McKnown. *SO YOU WERE ELECTED*, McGraw-Hill Book Company, 1946.
2. Kirkendall and Zeran. *STUDENT COUNCILS IN ACTION*, Chartwell House, 1953.
3. McKown, Harry C. *THE STUDENT COUNCIL*, McGraw-Hill Book Company, 1944.
4. Smith, Joseph W. *STUDENT COUNCILS FOR OUR TIMES, PRINCIPLES AND PRACTICES*, Bureau of Publications, Teachers College, Columbia University, 1951.
5. *THE STUDENT COUNCIL IN THE SECONDARY SCHOOL*, National Association of Student Councils, National Association of Secondary-School Principals, 1955. (A handbook for student councils and their sponsors.)
6. *STUDENT COUNCIL YEARBOOKS* of the National Association of Secondary-School Principals, published annually from 1945 to date.

Anyone interested in building up a bibliography on student council can quickly do so by consulting lists in books, magazines, yearbooks, by examining *EDUCATION INDEX* and card catalogs in university libraries, and by selecting from these compilations:

1. CIRCULAR 341 of the United State Office of Education, "Selected References to Student Council, 1947-1953."

2. Cummings, Oneta. "A Comprehensive Bibliography of the Student Council," *STUDENT COUNCIL YEARBOOK*, 1953, pp. 170-188.

3. Sterner, William S. "Selected Bibliography on Student Council—October 28, 1955." Available from the writer.

4. Wood, Donald I. An extensive bibliography on student council follows his article on pp. 112-128 of the March, 1953 *BULLETIN* of the National Association of Secondary School Principals.

Certain professional magazines might be noted as frequently publishing articles on student council. In particular it should be said that the publications of the National Association of Secondary-School Principals are prime sources that should be examined for much excellent material. These publications include: *THE BULLETIN* (monthly magazine of the association) and *STUDENT LIFE*. Earlier it was noted that the Association publishes the Yearbooks and Handbooks of the National Association of Student Councils.

A magazine devoted exclusively to the subject of extracurricular activities is *SCHOOL ACTIVITIES*, Harry C. McKown, editor. *CLEARING HOUSE* is another magazine that should be mentioned in this connection, because it frequently publishes materials on student council.

Nationally, only one organization seems to provide effective leadership to the student council movement. That organization is the National Association of Student Councils with headquarters, along with the National Association of Secondary-School Principals, in Washington 6, D.C. at 1201 Sixteenth Street, N.W.

This association, under the immediate supervision of Gerald M. Van Pool, is constantly doing everything in its power to promote good student councils. It publishes yearbooks, handbooks, magazines, and brochures and distributes reprints of outstanding articles in its field. It conducts annually a national conference on student councils to which are invited student council officers and their advisers.

The association aids state associations of student councils in many ways. Readers interested in the historical development of the National Association of Student Councils over the past twenty-five years should read Van Pool's account in the October, 1955 *BULLETIN* commemorating the twenty-fifth anniversary of the association.

Newly appointed sponsors of student council

early find that they need a great deal of specific information about council affairs in their own school as well as in other schools. Details on parliamentary procedure, local school policy, and recent history of the council can usually be learned rather readily from sources close at hand.

But, some of the intangible features of the sponsor's job may not be acquired as easily. For example, one needs to have considerable experience to learn well how to provide adequate support to a "weak" president and yet not appear to be dominating the meeting.

Very often thorough planning of the agenda of each meeting of the council can serve to set the stage for conducting council business allowing each time for changes to be presented from the floor so that the executive committee and the sponsor cannot be accused of dictatorial methods. Taking the "back seat" during meetings is not easy to learn, but it is a necessary habit to acquire.

Because each person working closely with the council is in effect a representative of someone—the adviser usually represents the principal, the council president represents the students as a whole, a member usually represents a home room group—it is constantly necessary to communicate about council affairs with many other persons who are not present at meetings.

Sponsors and students need to acquire ability to keep channels of communication open and functioning in both directions—to and from the council. These and other skills may have already been acquired by the newly appointed sponsor before he was selected for his job. However, even experienced teachers can profit by reading some of the recent publications on group dynamics, leadership training, and related fields.

It seems evident that new council sponsors can profit by getting help to perform their new responsibilities. Some of this help can best be secured locally from other school personnel—principal, teachers, and students. However, we should not overlook that many sources of help are available outside the local school. As is so often true, especially in the field of student activities, there has been much written and published that can be of value to new sponsors, if one knows only where he can find the material. It is the writer's hope that this article has in small measure directed newly appointed sponsors to some of these valuable sources.

## An Activities Permanent Record Card

Following is a reproduction of the form developed. It is on the two sides of a 5"×7" file card. The reader is invited to study the form at this point in preparation for the ensuing explanation of its uses.

dent's I.Q. in a simple code not yet broken by our student recorders: a student with an I.Q. of 125 would have recorded in this space A-25, meaning twenty-five points above average. A ninety I.Q. would be indicated by B-10, meaning ten points below average.

*Year.* In this column we put the school year on the line indicating the student's class. We are then able to determine the relationship between participation and year in school. Our initial findings were that Freshmen and Sophomores, particularly boys, were not participating nearly as much as the upper-classmen. This discovery was followed by a concerted and successful effort to draw the under-classmen into the activities.

*Sports.* We have determined a relationship between a feeling of belonging, school morale, and participation in the activities. Thus, we believe it is worthwhile knowing which students have some part in our athletic events. It is our

The keeping of these records can rest logically with the Director of Activities. At our high school there is no one with such a title, so all pertinent information is funnelled to the student council sponsor by organization advisers as the year progresses. The recording is done continuously by students under the sponsor's direction.

193

conviction that a student may not be a team member, yet derive benefit from selling hot-dogs, taking tickets, or sitting in the cheering section.

Our records revealed that two-thirds of the boys were team members of one or more of the four major sports. We are currently debating whether this indicates a need for an intramural program or is justification for not having one.

Questions directed at the remaining one-third of the boys pointed up their desires for offerings in individual sports, where skill and team play can be subordinated to recreation and carry-over value for adulthood.

Contrary to expectations, we also discovered that basketball involved ninety-five per cent of the student body, as opposed to eighty-five per cent for football.

*Dances Attended.* School policy requires all students who attend dances to sign in at the door. Information from these lists is transferred to the cumulative record cards. It is then possible to determine which students do and do not attend school dances. We found that sixty per cent attended. The forty per cent who did not were asked for their reasons. The result was the introduction into the noon-activities program of two dancing classes per week for novices, with one dance per week for all students.

*Membership in Clubs and Organizations.* Information recorded here from membership lists has a variety of uses. First, it enables us to learn what fraction of the student body is being served by the club program. The student council uses the file for selection of non-council members to serve on council committees of special interest to a particular group. Counselors use it when trying to help over-active or non-participating students. All organizations refer to it when seeking prospective members.

*Officer.* This section is referred to by the student council when it looks for able leaders who were not voted into a position of responsibility. The effectiveness of the student council has been increased by the use of experienced and able student leaders who find themselves without an office.

*Dramatics.* Effort is made to spread participation in dramatic events as broadly as possible. Study of this section of the cards revealed that the Class Plays were involving most students in the particular class. It also revealed that a very small per cent of the students took a productive part in assemblies. Discovery of this fact resulted

in the appointment of an assembly committee which enlisted the cooperation of all organizations for student-produced programs.

The per cent of students who appeared on the assembly stage jumped enormously in one year. The Band Show section, too, revealed that musicians were doing everything: selling tickets, building scenery, advertising. The Band Show has become a project of the student body; the musicians are now content to provide only the music, and share the production of the show with non-musicians.

*Committee Work.* Records of a student's committee service was studied with reference to organizations. The success of an organization and the percentage of its members who served on its committees rose and fell together. This fact was made known to organization officers and advisers, who made it a point to spread the committee appointments among all their members. Instead of putting the same few dependable students on all the committees, the proven leaders are used as chairmen, permitting more committees in operation and with more being accomplished by all groups.

*Leadership Class.* This section is studied by organizations looking for trained leaders. It has been found most helpful by the student council in its search for able non-council members to serve on student council committees.

*Remarks, or additional information.* The activities record card has served our high school most effectively as an evaluative instrument. By shuffling the cards to gather needed information, we have discovered many facts about our activities program, both good and bad. For example, we discovered that 97.2% of our students participated in one or more activities. (Eighty-five per cent is considered excellent.)

Another example: the figures from the record cards pushed us to further studies, from which we learned that nearly half of our students found difficulty in meeting expenses at school. This resulted in a student-faculty committee which is currently exploring all facets of the problem and is making recommendations for the reduction of these burdensome costs to the students.

The cumulative record of a pupil's participation in the activities may be kept for a variety of reasons. We use ours in a variety of ways. But it has been most valuable to us in the area for which it was designed: a continuous evaluation of our activities program.



*Social events should be definite highlights in the lives of students—should provide opportunity for development of balance in educational achievement.*

## The Role of Dances in an Extracurricular Program

It is our contention that the college which includes prominent consideration of social education in its total program of education is contributing to civilization values as important as any that come out of scientific discovery or artistic creation.<sup>1</sup>

College students who realize the truth of this statement will recognize the importance of attending dances during their four years at college. The *Technician*, our college newspaper, wrote of a successful sophomore dance:

It appeared from the many relaxed and smiling faces, that an evening devoid of slide rules and composed, in the main, of good company and soft music was a welcome and enjoyable change for all. Group singing started spontaneously from various corners of the room throughout the evening.

This kind of experience is what college students need—a complete change from the lecture room, from the smell of the chemistry laboratory, and from the noise of the mechanical engineering laboratory. At the dances the students mingle socially with the members of the faculty, introduce their wives and sweethearts to their classmates and to their instructors, and enjoy the company of classmates from other sections.

As for dances at Newark College of Engineering, the social calendar is replete with them. Each of the four classes sponsors both an informal and a square dance during the year. In addition, the juniors hold a formal prom, and the seniors stage the Senior Ball; these dances are closed affairs. All other dances are open to all students. As a result, all students have an excellent opportunity to widen their social participation and to aid their social growth and maturity, because "social relationships are as necessary for mental growth as are food, water, and air for physical development," as Margaret Bennett stated in *College and Life*.

### *The Duties of a Dance Chairman*

To accomplish the many tasks which will make a dance successful, socially and financially, the class president should select a chairman of each dance and should serve as an *ex-officio* member of the committee.

HERMAN A. ESTRIN

Newark College of Engineering  
Newark, New Jersey

With the advice and approval of the class president and the Council the chairman should choose chairmen for his subcommittees.

The chairman's duties are as follows:

1. To select competent subcommittee chairmen and members.
2. To act as a liaison between the committee and the Council.
3. To coordinate the activities of each subcommittee.
4. To act as a liaison between the Committee and the faculty and the administration.
5. To render a complete committee report with recommendations and suggestions to the office of the Dean and to the Class Council.
6. To send letters of acknowledgment to each of his sub-committee chairmen and to any other person who renders service to the Dance Committee or the Class Council.

### *Decorations and Favors Committee* (at least six members)

*Decoration.* The use of decorations depends upon where the dance is held. Most places are colorful and attractive and therefore require no decorations, except for some flowers on the table or for the school banner, which can be prominently displayed.

If the dance is to be held in the gymnasium, streamers should be placed across the width of it to diminish the height of the ceiling. Perhaps a colorful motif of decoration may be selected, such as "Tropicana," "Hollandia," "Collegiana," or whatever season or holiday on which the dance may fall. For further information concerning the decorating of the gymnasium the committee should consult the Physical Education Director or the class adviser.

*Favors.* Favors are distributed mainly at formals but may be given at an informal dance. These favors should (1) be attractive and useful; (2) be inexpensive; (3) have the school

1. Esther M. Lloyd-Jones and Margaret R. Smith. *A Student Personnel Program for Higher Education*, McGraw-Hill Book Company, Inc., New York, 1938, p. 93.

name or initials and the date of the class on them; and (4) be given to each person who attends the dance.

Our own classes have given such favors as plastic coasters, plastic red and white stirrers, perfume flacons, silver bracelets, miniature beer mugs, and glass N.C.E. ash trays.

#### *Finance Committee*

(at least three members)

This committee, of which the class treasurer is chairman, (1) prepares the budget (after reviewing the past reports of similar affairs), including such "extras" as posters, corsages, telephone calls, taxes, etc.; (2) sets the price of admission (which should be within the student's budget and not planned for too much profit); (3) indicates how any deficits are to be met; (4) within a week after the affair submits an accounting to the Chairman of the Social Affairs Committee. Incidentally the committee should avoid any such "money-making" devices as "boosters" and lotteries.

#### *Invitation Committee*

(at least five members)

Although it may not be necessary to use chaperons as such, it is advisable to be sure that some faculty members are present at every affair. The two phases of this committee's concern are the recipients and the invitations *per se*:

*Recipients.* These include (1) administrative officials; (2) heads of departments (our freshman and sophomore classes invite the heads of Non-professional Departments while the junior and senior classes invite the heads of professional departments); (3) any other faculty and administration members—usually those with whom they come into contact (these may vary, too, with the type of function); (4) presidents of other classes; and (5) president of the Student Council.

It is a good plan to forward a roster of all school personnel to each class secretary. This roster contains the following pertinent information: department, rank, home address, and marital status. Wives of faculty and administration members should be invited to all affairs where women are to be present.

*Invitations.* Each invitation should be engraved or printed or written in ink accurately (not typewritten or duplicated) and mailed to the home of the faculty or administration member at least three weeks before the affair. These

invitations should be brief, explicitly stating event, date, time, and place and should request an answer.

Complimentary tickets should be enclosed when necessary. Tickets should state event, sponsor, date, time, place, and dress. Other useful supplementary materials, such as maps, programs, etc., may also be enclosed.

#### *Orchestra and Location Committee*

(at least four members)

This committee schedules and locates the dance with the approval of the Dean, Social Committee of the Student Council, or class adviser. Naturally, it must be familiar with the list of dance accommodations and orchestras available and should select (and contract for) the orchestra and the place most appropriate to the kind of dance being sponsored. It prepares mimeographed maps of the place chosen, distributes them to the representatives, and posts them on the bulletin boards.

#### *Publicity Committee*

(at least four members)

The committee (1) develops neat and attractive posters, and places them on the various bulletin boards at least four weeks in advance; (2) notifies the Public Relations or similar office of the dance and gives the names of the committee for local press release; (3) sees that the paper carries a write-up before and after each affair; (4) arranges for a photographer to take pictures which can be included in the yearbook or in additional newspaper publicity; and (5) prepares and distributes notices to the proper representatives.

#### *Reception Committee*

(at least five members)

The members of this group, identified by a boutonniere, welcome the class members and guests. A greeting of salutation such as "Good evening" or "Your table is number 4" makes for a pleasant start. Several tables should be reserved for the teachers, preferably *away from* the band.

The chairman of the function and the officers of the organization may present themselves to the faculty in some such way as the following: Professor Smith, my name is John Brown, and this is Miss Green. The professor will respond with introductions of his wife and the other faculty people who are present. Then the stu-

dent may say, "We are pleased that you could be with us tonight and hope that you are enjoying our dance," and then retire gracefully. If further conversation with one or more of the faculty is desired, it should be directed individually. It is not necessary to linger too long.

The committee should introduce class members to each other so that the atmosphere is as friendly and warm as possible.

*Refreshment Committee*  
(at least five members)

Often the refreshments at a dance are not served by the class. However, at square dances and at some informals, especially freshman dances, the class may wish to provide inexpensive, easy-to-serve refreshments, such as punch, cokes, other soft drinks, cookies, or doughnuts.

The class or group should determine the number of people who plan to attend the affair; estimate the amount of cider or the number of bottles and cookies or doughnuts needed; arrange to have straws, bottle openers, napkins, paper cups; set up an attractive refreshment stand for distribution; provide hosts and hostesses; and designate a clean-up committee.

*Ticket Committee*  
(at least five members)

The responsibilities of this committee are, (1) preparing, (2) distributing, and (3) taking up the tickets.

The ticket, designed as attractively as possible, includes the following items, name of the college or school, name of the affair, date, time, place, price or donation, and kind of affair—formal, informal, square, etc. It is a good plan to number all tickets.

Distribution of the tickets, four weeks or so in advance, may be made through chairmen, representatives, or other students. A record of the tickets issued is, of course, kept. Often tickets may be sold advantageously at an appropriate booth at school.

The tickets are taken at the main entrance of the hall where the event is held. All other entrances are locked or are covered by committee members.

*Acknowledgments*

After a dance the class president should write a letter of thanks to the chairman of the dance. To his subcommittee chairmen the chairman of the Dance Committee should write a letter ex-

pressing his thanks for their cooperation and effort. A letter of thanks should be sent by the chairman of the Dance Committee to any person who renders outstanding service to it.

If a club or agency which accommodates the class for the social affair renders exceptionally good service, the class president or the faculty adviser should write a letter of appreciation.

The faculty adviser may also write a letter of appreciation to the Dance Committee and to the Class Council.

*Evaluation*

Too few dance committees evaluate their event, carefully and permanently. The chairman should be required to complete a report to the Student Council Social Committee. He prepares a comprehensive report of his subcommittee's findings and recommendations and submits copies to the office of the Dean, secretary of the class, and the Student Council.

Also the chairman should collate the posters, notices, addresses of the orchestra and place of accommodation, financial report, refreshment list, address and purchase of favors, tickets, letters of invitation, and any other item of interest pertaining to the dance and give them in a folder to the Dean, Director of Student Activities, or Student Council. This material will be of great value to future social committees.

## **Alibis That Go To College**

**J. RUSSELL MORRIS**  
*Department of Education*  
*Chico State College*  
*Chico, California*

When Sue and Johnny come home for the week-end with an alibi in their baggage, it is likely to be one of a dozen complaints.

"Gripping" seems to be as inalienable an American right as our more publicized freedoms. Secure in their heritage, students complain about the teaching methods their instructors use.

In my class which is called, among other things, General Methods in Secondary Education, I collected and classified the following student "beefs." I wanted these prospective teachers to have a list of some of the real problems they would face in their own classrooms, and I was

trying to show them how important it is to write down material so that it can be effectively used. Here is my collection.

*When you are given an objective test:* "It doesn't let you express yourself."

*When you are given a minor test:* "Why not have a big one? This keeps you on edge all the time."

*When you are given an essay test:* "It's too vague. You don't know what's expected."

*When you are given no tests:* "It's not fair. How can he possibly judge what we know?"

*When every part of the subject is taken up in class:* "Oh, he just follows the book."

*When you are asked to study a part of the subject yourself:* "Why, we never even discuss it!"

*When the course consists of informal lecture and discussion:* "We never cover any ground."

*When students present reports:* "He just sits there. Who wants to hear students? They don't know how to teach."

*When detailed material is presented:* "What's the use? You forget it after the examination, anyway."

*When you are given a few minor tests:* "Too much depends on each one."

*When the course is in lecture form:* "We never get a chance to say anything."

Such are the gripes that a man faces when he's on the wrong side of the desk in the classroom. At Chico State prospective teachers are learning now to face these problems.

## What You Need

### SPORTS BOOKS AVAILABLE

An excellent list of sports books is published by A. S. Barnes & Company, 232 Madison Ave., New York 16, N.Y. As a matter of fact, they call themselves the World's Largest Publishers of books on sports. Many sports fields are included in their offerings. Among them are archery, baseball, basketball, bowling, boxing, camping, fishing, football, golf, hockey, hunting, roping, picnicking, skating, skiing, soccer, swimming, tennis, track and field, wrestling.

### NEW CATALOG

"Viking Junior Books" is the title of a new catalog just published by the Viking Press, Inc., Publishers, 16 East 48th Street, New York 17,

New York. It lists interesting books for students of all ages, pre-school to adults. Write for a copy.

### NEW BOOK ON DEBATE

Halbert E. Gulley of the University of Illinois speech staff and president of the Illinois Speech Association is the author of a new book entitled, "Essentials of Discussion and Debate." The book is published by Henry Holt and Co.

Directed chiefly to the beginning student in debate and discussion, it should have significant value as a high school reference or textbook. As a text, it is suitable for use in discussion or debate courses or in English courses which include a unit in discussion or argumentation. The new book has been favorably reviewed by several outstanding authorities in the field of forensics.—The Illinois Interscholastic

### "PLATTER PARTY" ALBUM OFFERED

A special "Platter Party" offer, featuring a new album of 40 numbers by teenage favorites, has been announced by RCA Victor Radio and "Victrola" Division, Radio Corporation of America.

The combination offer, now being shipped to distributors throughout the nation, includes in addition to the special album, a "Victrola" 45 record player and an interesting booklet showing the teenage customer how to hold a successful "Platter Party."

### FREE '55-'56 CATALOG NOW AVAILABLE

Coronet Films, Chicago, announces the release of its new 1955-1956 catalogue of 16mm sound motion pictures for educational use. It is available without charge to schools and other training institutions.

A free copy of the four-color 1955-1956 catalogue of the largest group of up-to-date educational films in natural color or black and white may be obtained by writing to Sales Department, Coronet Films, Coronet Building, Chicago 1, Illinois.

### VOCATIONAL GUIDANCE PAMPHLETS AVAILABLE

The National Association of Manufacturers has announced the publication of "Your Opportunities in Distribution," fifth in a series of vocational guidance pamphlets prepared for high schools and colleges.

The new publication and its companion titles are distributed to schools, free of charge by the NAM's Education Department, 2 East 48th St., New York 17, N.Y.—The Indiana Teacher



# ASSEMBLY PROGRAMS

## for March

In March, nature bursts forth with vigor and new life. School activities climax in championships. Baseball, track, and tennis are among athletic contests. Music, art, and speech receive special emphasis. Senior play rehearsals are on the agenda. On elementary playgrounds, boys and girls train for Little Olympics. Jacks, jumping ropes, marbles, and kite-flying proclaim that spring is here. Youth has boundless enthusiasm. The director of the assembly program holds the key position for opening the door of opportunity.

Business observances designate March as: Clean-up Paint-up Month, Wallpaper Style Month, Clean-up Week, and National Smile Week.

An administrator requests the listed duties and obligations of a student director.

No definite rules for work on the assembly program can be made. Production of a program rests on the director who is entirely responsible. However, the director should welcome suggestions from pupils. Whenever a pupil assumes directorship, he must work with an adult sponsor. High school students need guidance. Sometimes, immaturity in judgment leads them to present numbers that are not acceptable according to educational standards.

On rare occasions, an assembly director can delegate authority but many teachers have regretted such procedure, especially when the numbers have been unrehearsed. One definite policy should be understood: Students should not be permitted to appear without an audition, supervised by a member of the faculty.

An illustration of this principle occurred recently in a large, mid-western high school. A student member of the program committee told the sponsor that he would get a new student to give a number on a variety program. At the morning rehearsal, the boy failed to appear. He offered a flimsy excuse. When he gave his number on the program, it was a crude, bawdy, burlesque that was embarrassing and disgusting. The sponsor was negligent; she had trusted to immaturity. The number stood out like a sore thumb and received just criticisms.

### THE JUNIOR TOWN MEETING LEAGUE

A Junior Town Meeting League in a high school will educate students in conducting dis-

### UNA LEE VOIGT

*Enid High School*

*Enid, Oklahoma*

cussion activities. Such a group will be efficient in presenting worthwhile programs.

The League is a noncommercial, nonpolitical, nonsectarian organization of educational leaders under the auspices of the Institute for Education by Radio.

The League offers several educational services without cost to all memberships groups. In cooperation with *Our Times*, the League offers an experienced national moderator and discussion leader to conduct demonstration discussions for assemblies. The moderator acts as a consultant on discussion techniques.

The League conducts a national conference on youth discussions and an advisory service is also furnished.

The publications furnished free are valuable to an assembly director. *Let's Have a Discussion* is a handbook on techniques. *Civic Training*, the official periodical of the League, contains professional articles on the teaching of current affairs. Other materials available are transcripts, criteria, and suggestions.

Affiliation is made without cost to the Junior Town Meeting League. No dues or fees are required. Application for membership should be made to the Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio.

Enid High School students have been affiliated with Junior Town Meeting for the three years. In addition to appearing on assembly programs, the group produces and directs weekly radio programs on the local radio station, KGWA. A moderator, usually an adult, presides. Recently, James Keeton, the football coach cooperated. The students discussed the educational value of athletics. Another program was entitled: Do teen-age driving manners need improvement? On that program, Captain A. E. Soucek of the Oklahoma Highway Patrol moderated. On the topic, "Should everyone go to college?" Mrs. Nellie McCreary, director of business administration, was moderator.

A judge, several educational leaders, and civic leaders have aided the students by moder-

**READ!** THINK! **STUDY!**  
*Believe!* *Evaluate!*  
**EXAMINE!** *Utilize!* **TEST!**  
**INVESTIGATE!** **ACT!** **ASSIMILATE!**  
**APPLY!** **USE!** *Patronize!*  
*Keep!* **TRY!** **ACT!** **BUY!**  
**SCRUTINIZE!** *BUY!* *BENEFIT!* *Order!*  
**DELIBERATE!** *Be Glad!* *Thrill!*  
**REJOICE!**

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ating. Occasionally, students from other high schools are invited to appear on the forum.

The topic for discussion is selected by a student committee. It is taken from a list suggested by the National Committee. Knowledge of what makes a good topic is included in the criteria for committee membership.

#### GUEST ASSEMBLY

##### Student Council

Suggested Scripture: Mark 11:1-11

In planning programs for the year guest speakers are desired. Over forty bureaus specialize in bookings of professional artists and entertainers. Few school officials use speakers available in their communities. Government agencies and local government officials will cooperate with program planning. Universities and colleges have trained faculty members available. The public librarian or the State librarian has the information available on subjects concerned with health and welfare, housing, and political organizations.

High school students enjoy hearing speeches from adults. The following list was prepared by students:

#### People We Like to Hear Speak

Advertising executives  
 Army and Navy Personnel  
 Authors  
 Book Reviewers  
 Chamber of Commerce Officials  
 College Presidents  
 Commentators  
 County Agent  
 County Officials  
 Dentists  
 Dramatic Teachers  
 English Teachers  
 Editors  
 Fire Chiefs  
 Federal Bureau Investigators  
 Game Wardens  
 Government Officials  
 Highway Patrolmen  
 Judges  
 Lawyers  
 Ministers  
 Mayor  
 Music teachers  
 Police  
 Postmasters  
 Physicians

Radio Announcers  
Speech Teachers  
Student Honor Students  
Senators  
Sportsmen  
State Representatives  
Travelers  
Veterans  
War Correspondents  
Weather Bureau Forecasters  
Zoo Directors

One feature disliked about a guest speaker is the fact that he is careless about timing. A guest speaker must confine his speech to twenty minutes or less on a high school program. The attention span of students in an assembly program should be studied carefully.

A policy for hospitality committee or host should be initiated. Otherwise the guest speaker is confused.

When he is engaged to speak, the subject should be clearly indicated. He should state the title as he wishes it to be announced by the emcee. He should know the purpose of the program, the size of the audience, including age; and approximate number of visitors.

The time includes day, hour, and place. The length of his speech and whether or not he is expected to answer questions is mandatory. In high school assemblies, it depends on the size of groups whether or not a questioning period is advisable.

Arrangements should be given to a student or teacher for meeting the speaker. Explicit directions for finding the auditorium should be given.

For verification, the speaker should give the assembly director the exact time he will arrive and a few facts to be used for publicity.

Fees should be agreed upon before the speaker appears. This will clarify misunderstandings and later embarrassment. Fees are charged according to the eminence and distance to be traveled by the guest speaker.

When the guest arrives he should be given opportunity to "freshen up." Proper introductions should be made. The guest should be told where he is to sit. The host should stay with him until the school assemblies. The guest should be informed about the program—especially the formal opening. He should be asked if he needs drinking water, charts, or stage properties. He needs to know about the speaker's stand and the public address system.

At the assembly program, he should follow the emcee on the platform and be seated. The

introduction should be brief, courteous, and to the point. This principle will be included in a later article under the functions of the emcee.

After the speaker is finished, the emcee should provide continuity by a brief comment of thanks and appreciation. The address should not be reviewed nor summarized. Only thanks and appreciation are in order.

It is the duty of the host to see that the speaker reaches his destination after his speech; that he is paid for his services, and a note of thanks should be written the next day.

This year guest speakers at Enid High School included Honorable Raymond Gary, Governor of Oklahoma, and United States Senator, Mike Monroney.

## RED CROSS ASSEMBLY

Social Science Department

Suggested Scripture: St. Luke 9:4-18

American Red Cross Membership Drive is conducted during March. The theme is "Answer the Call—Join and Serve." In many schools where the Future Nurses have an organized club, this theme would be ideal for a program. Cooperation with history and drama groups would make the activity more beneficial.

Suggested songs and pamphlets may be secured at the local Red Cross chapters. The history, safety services, and special speakers are furnished. A member may explain the work of the group.

"Guinea Pig" by Ruth McKenney is a humorous selection. Several girls and women characters appear in the scene. Ruth is the victim in the Red Cross Lifesaving Camp. The selection has been presented by an individual or by a group.

Clara Barton braved the battle front to establish the American Red Cross. She is called "Angel of the Battlefield." Dr. Harry McKown, states, "Excluding royalty, she was more decorated than any other woman in history." Dr. McKown has a brief history of her life in his book, *Fools and Foolishness*.

Contributions of Florence Nightingale, The Lady of the Lamp, and Jean Henri Dunant can

"THE OLD SCHOOLMASTER" says:  
"Yes! If it's published I have it!"

### MAGAZINE BARGAINS

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be presented through dramatization or discussion groups.

Audio-visual activities are enjoyed by the group. **Flag of Humanity** is 19 minutes, both color and sound. It is a biographical sequence of Clara Barton and is available from Miss Helen B. Jones, Mgr., Film Laboratory Museum of Natural History, New York 24, New York.

Requests for two films should be directed to the local Red Cross Chapter or the Area office of each state.

**Red Cross Report 1956** is the story of how the Red Cross served the nation during the past year. It is loaned free and is 12½ minutes. **It Can Be You** is the story of the Red Cross volunteers in the community. It is 17 minutes.

**ST. PATRICK'S DAY ASSEMBLY**  
**English, Music, Speech, and Physical**  
**Education Departments**  
**Suggested Scripture: Psalm 90:1-12**

The Irish have contributed art, music, and literature to America's heritage. Leprechauns, folk dances, and songs tell about Irish customs. "Irish Eyes are Smilin'" or "Wearing of the Green" make good themes for a March Program.

The purpose of the program is to create appreciation for Irish culture and to impress the audience. Students with Irish names may present the program. Irish authors should be honored. This is the part of the students' work in English classes. In speech, the students can honor Patrick Henry and other orators of Irish descent.

Duets, quartets, and folk dances are always enjoyed. A list of pupils who have kissed the Blarney Stone may be read. Readings about the Irish are easy to do. Irish folk tales and poems written by Padriac Colum are found in public libraries.

A quiz consisting of questions, superstitions, and customs may be conducted by St. Patrick acting as emcee. Thirty minutes of Irish fun is always a worthwhile enjoyable assembly.

Irish songs are classified as sentimental and lively. Lullabies and lyrics are easy to find. "Wearing of the Green," "Mother Machree," and "Irish Lullaby" are included. Irish jigs and folk dances are well-known folklore. "Irish Washer-

woman" and "Waves of Tory" are available in folk dance volumes.

Students having lived in Ireland may be interviewed. Pictures may be used. A guest speaker may use pictures on an opaque projector.

A faculty assembly amuses the student audience. Numbers can be done by the group. "Casey at the Bat" and "Casey's Revenge" are good in pantomime when a good reader interprets.

**Materials for March Assemblies**

American Red Cross (all month): Local chapters and American Red Cross Washington 13, D.C. will provide program material.

World Day of Prayer: This is a world wide endeavor to further Christian unity. United Student Christian Council, 156 Fifth Avenue, New York 10, N.Y.

National 4-H Club (second week). Cooperation in focusing attention of the public on the value of 4-H. Extension Service, U.S. Dept. of Agriculture, Washington 25, D.C.

National Save Your Vision Week (second week). The purpose is to call attention to value and importance of sight. American Optometric Association, Chouteau Bldg., 4030 Chouteau Ave., St. Louis 10, Missouri.

Camp Fire Girls Birthday Week (third week). This program points out opportunity for celebrating the founding of the organization. Camp Fire Girls Inc., 16 East 48th Street, New York 17, New York.

National Wildlife Week (fourth week). This program emphasizes the importance of conserving our natural resources. It is sponsored by National Wildlife Federation 232 Carroll Street, N.W., Washington 12, D.C.

National Boys Club Week (last week). The purpose is to focus attention on value of boys' clubs and give the boys an opportunity to demonstrate their activities. Boys' Clubs of America, 381 Fourth Avenue, New York 16, N.Y.

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# News Notes and Comments

## Boy Scout Anniversary

More than 4,100,000 Cub Scouts, Boy Scouts, Explorers, and adult leaders throughout the nation will observe Boy Scout Week, February 6 to 12, marking the 46th anniversary of the Boy Scouts of America.



Since 1910, Scouting has served over 24,500,000 boys and adult leaders. The new Four-Year Program, "Onward for God and My Country," is launched in 1956 to help prepare America's boys to live in today's world and to prepare them to carry their full share in the years ahead.

Boy Scout Week observances will feature rededication ceremonies to be conducted by each of the nation's 104,000 units at their meeting places on February 8, the actual birthday of Scouting in America. Demonstrations and exhibits will dramatize the purpose of the Boy Scouts of America and its rich heritage.

## Making Music Meaningful

An excellent article, "Keep Them Singing—Keep Them Active In Music" by Arthur L. Redner, was published in "Midland Schools." In answer to the question, "Can you suggest any new and interesting methods for junior high music class and activities?" the author included nine paragraphs.

The paragraphs were preceded by the following captions: 1. Emphasize the "doing"; 2. Put on an operetta; 3. Why not have a harmonica band? 4. Have a minstrel show; 5. Encourage your students to build instruments; 6. Have your students had the thrill of participating in a music award assembly? 7. Listening activities; 8. Every activity should appeal to the creative urge; 9. Motion pictures.

## Junior Red Cross

An excellent article in The Indiana Teacher features the Junior Red Cross. "It It Worth While?" is a part of the title. Regarding the value of extracurricular activities in the high school's program, it was found that all partici-

pants at an Indiana White House Conference did not agree.

However, the majority felt that extracurricular activities, properly directed, are a necessary part of the "learning process" because most of them are related to a particular subject area and are an extension of what is being taught in the class; i.e., Future Farmers, Future Business Leaders, Future Homemakers, school newspapers, plays, operettas, Biology Club, Math Club, and so on.

Most agreed that extracurricular activities play an important part in developing a youngster's "personality and leadership qualities."

The Junior Red Cross activities in two schools, a large one and a small one, were explained in detail, with the help of pictures. The two high schools, Centerville and Columbus certainly sponsor excellent programs.

## Air Fireman

For the first time on record, a forest fire has been put out by spraying water from an aircraft. The fire covered 50 acres near Wenatchee, Washington. A ground party, and the aircraft, were dispatched to the fire at the same time. By the time the ground party arrived, the aircraft had completely suppressed the fire.—Planes

## Athletics Develop Student Leadership

Eugene Youngert, Superintendent of Schools, Oak Park, Illinois, in an article in "Interscholastic Leagues," includes the following paragraphs interspersed in his article.

"What coach teaches his subject matter and drops it there? And what coach does not find deep satisfaction and joy in how the boy uses what he has been taught? That is why you find the disciple-master relationship between the athlete and his coach.

"I know that I hope never to be principal of a high school that does not have the lift of an athletics program well conceived and soundly administered as an integral part of the educational idea of the school.

"When the cry is raised that athletics sometimes lead in the wrong directions, it is well to think of them, boy by boy, and realize gratefully how many of them build the school, and how few of them tear it down. It is well, also, to bear in mind the hurtful influences that beat upon our boys, and to help protect against them. I mean, particularly, the adulation heaped by persons and press upon lads not yet trained to discriminate

and to judge, until I marvel at the good sense that allows so few of them to consider themselves too big for their britches or their hats.

"Surely, all of us have seen in sports a speed of thought and of decision and of action that we would not have deemed possible within the nervous system of a high school boy—thought, decision, action, all consummated within the limits of a thin split second. Then we have known that athletics do present the occasion for self-reliance and all that connotes for the boy who with his teammates must think and act his way to victory. Yes, and then we have deplored the succession of rotating quarterbacks who have become the messenger boys through whom the coach has become the odd man in the game."

#### **Pan American Fiesta**

The Department of Foreign Languages of East Central State College, Ada, Oklahoma, presented the Third Annual Pan American Fiesta on May 2 in the College Auditorium. Cooperating in this event were student groups from Ada, Purcell, Wewoka, and Horace Mann High Schools and McAlester Junior High School.—Pan American Union Briefs

#### **Student Finances**

"Administration of Student Body Finances in the Public Junior Colleges of California," Research Bulletin, published by the California Teachers Association, is an excellent publication. It is Bulletin No. 84, published in October, 1955. Included in the bulletin are chapters on The Problem; General Policies Regulating the Administration of Student Body Finances in the Public Junior Colleges of California; Income and Expenditures of Student Activity Funds in the Public Junior Colleges; Financial Control and Management of Student Body Finances in the Public Junior Colleges; Special Problems in the Administration of Student Body Finance in the Public Junior Colleges; Summary, Conclusions, and Recommendations.

The pamphlet includes twenty-two tables and represents much informative and research data. The C.T.A. is located at 693 Sutter Street, San Francisco, California.

#### **Students Attend F.T.A. Club**

Seven hundred students and club sponsors from 94 high schools attended the annual convention of the Association of High School Future Teacher Clubs on the campus of North Carolina State College last fall. High school students exploring the possibility of becoming teachers will profit by joining the future teacher movement for in the clubs they will learn of the

many functions of public schools and be informed concerning public education.—N.C.E.A. News Bulletin

#### **Print New Conservation Handbook**

The best means of helping children understand the importance of our natural resources are expertly described by teachers in the "Handbook for Teaching Conservation and Resource Use," a 500-page illustrated book just completed by the National Association of Biology Teachers.

The Handbook is available through the office of the Project Leader, P. O. Box 2073, Ann Arbor, Michigan, at a cost of \$4.00, with a 20 per cent discount to schools. The proceeds will be used by the National Committee to continue its conservation education activities in the various states.—Colorado School Journal

#### **Educational Photography**

Flash bulbs popped and movie cameras whirled as the Illinois Audio-Visual Association held a two-day workshop on educational photography in the IEA headquarters building in Springfield. Persons attending the meeting were asked to bring their own cameras and actually participate in the demonstrations.—The Illinois Interscholastic

#### **Pen Friends Abroad**

Would you like to exchange letters with students in other countries? The International Friendship League is in constant communication with schools in 137 free countries and territories of the world. The League's good work has been commended by President Eisenhower. For information, write: Edna MacDonough, International Friendship League, 40 Mount Vernon Street, Boston 8, Massachusetts.—American School News

#### **Good Sportsmanship Is Paramount**

Year in, year out, for many a reason we stress good sportsmanship each season. Throughout the years of participation in sports success may be measured by the full recognition of the best values of friendly competition. "Good sportsmanship is good citizenship" is one way to express our credo; and here's another way: "The education of the youth of the nation fails unless it creates the proper ideals and attitudes both in the game and off the field." No matter what the game or tournament its outcomes are tested by the degree to which teamwork, development of high ideals, and cordial interscholastic relations are fostered.—N.Y.S.P.H.S.A.A. Spot News

# How We Do It

## PHOTOGRAPHY CLUB IS POPULAR

There are many children in our school from the third through seventh grades who show quite an interest in photography. Practically all whom I have spoken to, however, have had no experience at all beyond loading the camera, taking the pictures, removing the roll of film, and having it developed and prints made by some commercial photographic concern.

Photography is a science and as such, has great appeal to curiosity and as the writer has seen it, has stirred an interest beyond the simple practice of just taking snapshots. The children want to learn more about photographic processes and experiment to the extent of paying for most of their own materials.

Realizing how worthwhile photography can be as an extracurricular activity, the Principal of Cherry Hill School, East Paterson, New Jersey, asked me to sponsor and organize such a program. I barely mentioned this to my class and the room rocked with enthusiasm which continues to be the same despite the expense involved by those who participate.

The program provides for as wide a range of experiences as possible. First of all, the membership of the club is limited to grades five through eight. Others, however, may attend meetings on special occasions when there are speakers or movies.

The club has two officers, a President who presides and a Vice President who assists the President; and along with him takes charge of preparing the darkroom and maintaining the equipment.

Most meetings are two hour workshop sessions, once a week, where the members develop, make enlargements, and print. The darkroom is limited to ten members per meeting in order to have proper supervision in so small a space.

This does not, in any way, discourage the students who are not using the laboratory that week since all members will, after a period of time, have enough of their own equipment and supplies to do their developing and printing at home.

Each member will be able to purchase enough equipment and supplies for making pictures in the home kitchen at a cost less than ten dollars and will consist of some things already in the house.

The necessities are a one quart pyrex meas-

uring cup, small red bulb, 25-watt frosted bulb, four brown glass quart bottles, two quarts of acid fixer, one quart of paper developer, one quart of film developer, a good developing tank, a darkroom thermometer, printing frame, package of single weight photographic paper, three developing trays (3 large pyrex bowls can be used instead), one pint of glacial acetic acid, sponge, blotters, and household iron adjustable for silk finish for drying prints.

For the equipment and supplies, it's not too difficult to get discounts from 25-30% from parents or other local merchants engaged in photographic supply business. Cherry Hill School has already had such cooperation.

The school has to provide the following laboratory equipment and supplies to supplement that of the students: one enlarger, chemicals, paper, developing trays, blotters, and a ferro tin. This will not exceed \$50 and possibly no more than \$30.

This Photography Club definitely provides real learning situations and requires thorough planning by the sponsor. Through the club programs and activities, members learn and appreciate the various cameras—their purpose and operation, and the type of film used for each, the various lenses, shutters, and filters, exposure meters, printing papers, enlargers, fine grain development, and methods of retouching.

Members keep a notebook of methods and procedures along with diagrams to use for reference. You can't beat such a club. Try it!—Harvey N. Salzberg, Cherry Hill School, East Paterson, New Jersey

## SPONSORING AN ACTIVITY LETTER PROGRAM

The Student Council announces a new project in the school to encourage all-around student activity in every aspect of school life. The program is based on an activity letter, a six-inch chenille "C" of script design to make it distinguishable from the athletic letter, to be awarded at the Honors Assembly in May to those who qualify under the point system. To qualify, a freshman must acquire 20 points; a sophomore, 25; a junior, 30; and a senior, 35.

The point system and regulations follow:

### 1-Point Activities

1. Member of an athletic squad but not on varsity

2. Junior varsity team
3. Minor part in school play or operetta
4. Movie machine operator
5. Stage property helper
6. Active member of an approved club (moderator to decide if member has been active)
7. Member of student council
8. Participant in intramural sports
9. Participant in school contest

#### 3-Point Activities

1. A and B scholastic average for one year
2. Vice-president of Student Council
3. Secretary of Student Council
4. Officer of Federation of Student Councils
5. Officer of a club or class (except president)
6. News reporter, feature writer, staff typist; (writers must have had at least three published articles; typist must have typed at least four articles)
7. Major role in school play or operetta
8. Stage property manager
9. Participant in "I Speak For Democracy," American Legion, Hearst, or other interscholastic oratorical contests
10. Exhibit at Buhl Planetarium in Science Fair
11. Member of varsity team
12. Highest sales in a money campaign in home room
13. Member of orchestra for one year
14. Lab assistant

#### 5-Point Activities

1. A record for one year (scholastic)
2. Captain of a major sport (football, basketball, baseball, track, bowling)
3. President of an approved club
4. Perfect attendance for one year
5. Editor of newspaper department (news, feature, sports)
6. President of Student Council
7. Member of diocesan championship team
8. Manager of a major sport
9. Winner of any interscholastic final contest
10. Award winner in Buhl Planetarium Science Fair
11. President of a class

#### Approved Clubs

Glee Club, National Forensic League, Propagation of the Faith, History Honor Society, Science Honor Society, Classical Honor Society, Mathematics Honor Society, Business Honor Society, Red Cross, Service Club, Assistant Librarians.

#### Regulations

1. No student may claim points as a member of a club and as an officer of the same club.
2. All students qualifying for letters must be active members of either the Holy Name Society or the Sodality.

3. The Student Council reserves the right to review points claimed by all students.
4. The highest-ranking class officer of each home room will be responsible for keeping the records of the students in his home room.
5. The Student Council, along with the faculty sponsor of the activity, has the right to decide the proper evaluation of a student's points.
6. Changes in the above system must be approved by the principal upon the recommendation of a two-thirds vote of the Student Council.—"The Shamrock," Daniel Sedey and Robert Richardson, co-editors, St. Canice High School, Pittsburgh 10, Pennsylvania

#### SOMETHING TO DO FRIDAY NIGHT

"We don't have anything to do on week ends!" This plaint echoed up and down the corridors, found its way into the school House of Representatives, was sent on to the school Council with an "urgent" tag, and then to the principal's office where it received the green light for a Canteen tryout.

Jurupa Junior High School is located about seven miles outside of Riverside in a semi-rural residential area. It is a little too far from the center of activities to make it easy for many of the students to enjoy the offerings in town. Thus, much of the success of the Friday night recreational program stems directly from the fact that it is based upon a real need. Also, it is student initiated, student directed, and under firm adult supervision.

The following organization was settled upon for the first night's tryout, and has varied little since:

1. Each member to have a numbered Canteen card. Failure to obey the rules to result in loss of the card.
2. The hours to be from 7:30 p.m. to 10:00 p.m., with transportation to be guaranteed by parents, and no child to be picked up later than 10:10.
3. Activities to be of three main types: (a) social dancing; (b) quiet games, such as checkers, bingo, canasta, and the like; (c) active games, such as Ping-pong and box hockey.
4. Each home room to have a turn sponsoring the Canteen; i.e., setting up the games, decorating, organizing and playing the records, providing programs for intermission time, and a committee to clean up.
5. General supervision to be the responsibility of the school, with three teachers and one administrator on duty each week.
6. A definite "In-Bounds" area; not to be left under penalty of loss of card.



7. The P.-T.A. to sell refreshments, such as punch, candy bars, and cookies—at no more than five cents per item.

8. No child not enrolled at Jurupa to be admitted under any circumstances, nor with any exceptions.

9. Parents always to be welcome, but never to feel it necessary to come.

On the opening night there was such a large crowd that it became necessary to separate the activities. The dancing was continued in the cafeteria, the quiet games and active games were moved to two classrooms across a blacktop area in the second wing. The classrooms at Jurupa have glass walls on the north side and the cafeteria is glass under a corridor overhang on the south side. Thus it is possible to stand on the blacktop and watch all three activity areas. Also, with two sides of the square closed it is easy to maintain an "in-bounds" area.

The Canteen was set up with the definite understanding that it would be continued only as long as the attendance indicated a continuing need. To date, after 10 Canteens, the participation has averaged between 30 and 35 per cent with an approximate 20 per cent turnover from week to week. Thus the children come when they wish, with some showing up each time and others once or twice a month. The program is kept flexible in order that it may be called off at virtually a day's notice if some other activity intervenes.

No charge is made for membership or attendance, and the only expense incurred was for the purchase of games and records. This amount was taken care of by a grant of \$20.00 by the Student Council. A later one of \$25.00 by the P.-T.A. makes possible the purchase of new records, games, or a tape. This list is used frequently by groups in charge to record a hit parade or similar program from the radio. By using a record player along with the tape recorder they are able to intersperse an occasional mixer such as the Hokey Pokey, Bunny Hop, and the like.

Quite a few of the children spend some time in each of the activity areas—dancing a little, playing a game or two of Ping-pong, watching a checker game, and then back to the dancing again. Of course, as always, some just sit and talk, but they seem to be having fun, too, and no one urges them to do anything. It's their show and they run it to suit themselves. All that we ask is that they behave themselves and obey the rules. To date only three members have lost their cards, and those were all on the first two nights.

Now, what about the teacher reaction? The

teacher-supervision schedule is prefaced by the statement that teachers may shift assignments among themselves to suit their own convenience, just as long as they regard it as their responsibility to provide replacements. Three teachers and one administrator serve each week. Thus each teacher is on duty about once each quarter and administrators every third week.

To date, each teacher has served once, and there have been no adverse comments. In fact some of them have even appeared out of turn, with their wives, husbands, or friends to dance a little and enjoy the fun. They are enthusiastic about the program and what it is doing for the children.—Gerould Esgate, Principal, Jurupa Junior High School, Riverside, California; California Journal of Secondary Education.

### HOW TO ORGANIZE A "DATING" COURSE

The first step is to have your purpose firmly in mind. Why have a "Dating Course" at all? To help your youngsters understand "why" they date, and the belief that knowing accepted behavior on dates builds confidence and makes for better relationships between boys and girls. Why should they have to learn all this by that old teacher "trial and error" when you can help them over some of the rough spots.

What ages should be invited to attend? From junior high on up through high school. You cannot set a definite age limit because some youngsters date sooner, or later, than others.

Since we worked through the Protestant churches (Methodist, Baptist, and Episcopal) in our community, the next step would be to ask the youth leaders, or other interested persons—two to each denomination is plenty—to your first meeting. What to do at this meeting? Find out if everyone is interested, is willing to cooperate, and in a series of meetings (3) willing to be host for one meeting.

You must have a good leader to ask the questions and lead the discussions later. This person is to study the material and have charge of all meetings. On this one person may hinge the success or failure of this project. There are some necessary qualities and characteristics this person must possess:

1. Not too old, but one that can still remember some of her frustrations and anxieties during her adolescence. (It will help establish contact if some of these are recounted.)

2. Must make a good personal appearance and set a good example.

3. Above all, she must be interested in young people of this age; understanding and not a prude; and have a great, big sense of humor.

At the close of this meeting set a date for your second and last meeting before the series starts.

Give yourselves at least a week between meetings. If you haven't ordered your resource materials, do so now, and consider the time it will take to receive them. Where is this resource material?

We used four of the Life Adjustment Booklets put out by the Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10, Illinois. Your main source will be the booklet, "Dating Days" and as background your leader should read the following booklets; "Growing Up Socially," "Where Are Your Manners," and "Understanding Sex."

At our last meeting we used a new filmstrip prepared by the Department of the Christian Family and the Radio and Film Commission. The title is "How About a Date?" This is optional, but if you'd like you can order one from the Methodist Publishing House serving your territory.

What method do you use to put this course across? We used the question and answer method. The leader asks a question, pauses to see if any answers are forthcoming, then answers her question. A lot of your questions are already worked out for you in your material.

At your last meeting you work out such problems as:

1. Advertisement—very important. Use your local paper, your church bulletins, and especially your young people. They will get the word around.

2. Time and place—We set the time at 5:30 p.m. to 6:30 p.m., Sunday afternoon, believing this course so important to our young people that we would substitute it for our regular M.Y.F. Each church acts as host for one meeting. Let your young people do the work. It's good training for them and they like it.

3. Refreshments—Maybe just a soft drink, or whatever, to be served as the boys and girls

are arriving. This gives them something to do and keeps them circulating.

A last word of advice; do not try to cram too much down the first meeting. Take it slow and limit your talk to about fifteen minutes. Remember, there should be a little discussion afterwards.

Will they like it? Is it worth the trouble? That's just what we wondered too, so we asked the boys and girls to write their opinions at the last meeting and here are a few of their comments:

"I certainly enjoyed the course. It helped me a lot and my family too."

"I have enjoyed these meetings very much and I think that they have done all of us some good."

"I have learned things about dating that I've never thought of before. I really did like it and wish it wasn't ending."

"Yes, I learned many different ways how to solve my problems."

"I think there should be a lot more. It really helped me."—Josephine Morris, A. and I. College, Kingsville, Texas

## Comedy Cues

### Bull's-Eye

A mountaineer took his son to school to enroll him.

"My boy's after larnin', what dya have?" he asked the teacher.

"We offer English, trigonometry, spelling, etc.," she replied.

"Well, give him some of that there trigonometry; he's the worst shot in the family."

### Could Be

At a reception I was talking to a friendly stranger who had arrived late. "I don't know what's the matter with that tall man over there," I said rather querulously. "He was so attentive a while ago, but he won't look at me now."

"Perhaps he saw me come in," she replied. "He's my husband."—Ex.

### Drilling! Isn't It?

Gently, he pushed her quivering shoulders back against the chair. She raised beseeching eyes in which faint hope and fear were struggling. From her parted lips, the breath came in short, wrenching gasps. Reassuringly, he smiled, and leaned forward.

Then with his dental drill, he filled three cavities.



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## The Job SECURITY of a Good Teacher is a matter of PUBLIC RELATIONS

*"Teacher Teamwork With a Problem Public" is highly worthwhile reading. The author does not hesitate to call a spade a spade. He brings to the surface many of the undercurrents in the educational world which are hushed up or not frequently enough discussed in open conference.*

—N. L. ENGLEHARDT in SCHOOL EXECUTIVE.

The teacher's biggest problem is not teaching his students the fundamental subject-matter of the courses in which he is professionally qualified.

It is, instead, the problem of "teaching" the vast, indefinite "public" just what a school system is for and how it is organized to do that job. It is the problem of integrating himself or herself into a community which, while perhaps not actively hostile, can nevertheless make a teacher's life unhappy by demanding higher standards than the parents themselves are willing to set for their children.

"TEACHER TEAMWORK WITH A PROBLEM PUBLIC" defines these difficulties by outlining their historical origins. The second part of the book,

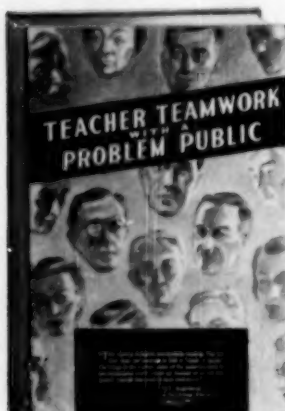
entitled "So What?" then proceeds to list and discuss ways in which the teacher can meet these situations. Included are the personal qualities that make a good teacher, the merits of effective teacher organization, how to achieve teacher-parent cooperation, public enlightenment and the means for obtaining it through newspapers, school programs, etc.

This book is a positive and constructive treatment of the basic problem of our public schools—the problem of public understanding, cooperation, and support. It shows the teacher how he or she can change mere acceptance of a school program to active endorsement, and replace public indifference with sympathetic enthusiasm.

### "Teacher Teamwork with a Problem Public" by C. R. Van Nice

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